**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Students play “Sparkle”using multiples of nine.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Review the words factor and product.   1. How will you explicitly teach new vocabulary? Instruct students to write the number sentence 9X2=18.With 9 and two being red and 18 being blue. Diagram the number sentence using the terms factor and product. As shown on the word wall cards. 2. How will you provide multiple opportunities for vocabulary to be used in context? Under the words factors draw a factory worker making a product and connect it to two factors making a product/answer in a multiplication number sentence. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Use Investigations 5 1.2*  *Suggestions:*  *I would only do one multiplication picture as a whole class using individual white boards and the number sentence 9 x 6 = 54.*  *Make sure that you label each multiplication number sentence with the terms factor/product, as stated above.*  *I would also add the repeated addition piece (9+9+9+9+9+9=54) on each multiplication picture.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| Show the Pearson video for lesson 5-8. Do the guided practice problems for lesson 5-8 together. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Assign independent practice problems for lesson 5-8. You may want students to work with partners for this section.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT Lesson 5-8 Quick Check worksheet** (5-10 MINUTES) Students create | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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